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ABSTRACT

One part of the foreign student orientation program at Georgetown University is a videotape production written and acted by students of English as a second language (ESL). The production's two-year development began as a class project in an advanced ESL oral language class. Students discussed the problems of foreign students, organized their ideas into an outline, and wrote a script. Many problems arose at this stage, including linguistic problems of difficulty level, style, and dialog transfer; some technical problems; a move of the academic division; and editing of both the script and the videotape. The production sequence included casting, rehearsals, taping, and editing, each requiring a number of processes and considerations. For institutions without the technical facilities needed for this kind of production, alternatives include slide presentations, student tours guided by ESL students, and directed student discussion with new students. While no special effort was made for the students involved in this production to learn additional English, their language skills did improve considerably during the project's duration. (MSE)

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STUDENT-TO-STUDENT: "WELCOME TO GEORGETOWN"

by

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and

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ABSTRACT

This paper highlights one aspect of foreign student orientation at Georgetown University, a videotape production written and acted by ESL students. In our discussion of Student-to-Student: "Welcome to Georgetown", we will outline the development of the videotape during its two years of production, discuss the script and pilot project, in addition to such considerations as casting, rehearsals, taping, and editing. Advice is offered for those interested in producing similar videotaped material, as well as alternative suggestions where sophisticated technical equipment is unavailable.

STUDENT-TO-STUDENT: "WELCOME TO GEORGETOWN"

> When a student from a foreign country comes to study in the United States he has to find the answers to many questions and he has many problems to think about....
>
> Prator's "Accent Inventory" from:
> Manual of American English Pronunciation,
> Holt, Rinehart, Winston, 1951.

1. INTRODUCTION.

1.1. General Remarks.

The basic questions and problems facing our students today remain the same as those raised by Prator some thirty years ago. Two years ago a video project was initiated at Georgetown University in an attempt to help our arriving students adjust to campus life. Over a period of several months, general information was gathered and slowly synthesized into a script for Student-to-Student: "Welcome to Georgetown"--written and acted by advanced ESL students.

A tour of the campus is only one aspect of Georgetown's two day ESL orientation, which ranges from placement testing to chest x-rays. Unlike programs elsewhere, however, this campus introduction is characterized by its unique approach: student-to-student. After all, who is better equipped to assist new students to cope with the 'ins' and 'outs' of campus life than their fellow students? It is this aspect of our orientation program that we wish to highlight here.

1.2. Purpose of the Project.

Most orientation programs for foreign students are created from the viewpoint of the administration rather than the student. From an administrative viewpoint, the orientation of foreign students is often unidimensional, concerned solely with their placement into ESL programs. Few programs do more than test

students as they arrive, provide them with a class schedule, and leave them to fend for themselves with a map of the campus in hand. This treatment of newly arrived foreign students cannot be termed 'orientation' and is, in fact, little more than 'matriculation'. Such orientation programs generally result in failure for they completely ignore the human needs of their students.

Much has been done to restructure the orientation program at Georgetown University from the students' perspective. In order to provide our students a much needed 'welcome' to their new lives at Georgetown, a videotape has been introduced into the orientation program. Written and acted by EFL students, its perspective is 'student to student'. While this is only a small part of the overall program (see: Appendix A) it is perhaps the most unique element in the program. This paper will focus on the development and production of the videotape which now plays a crucial role in the orientation of foreign students at Georgetown University.

2. PRE-PRODUCTION NOTES.

2.1. Initial Considerations.

The videotape was initiated as a class project in an advanced speaking class--Oral English Style. We began by sitting around a table and just talking about impressions, expectations, feelings...and problems. We talked about how we could best meet the needs of new EFL students. We discussed what could be done to help.

As a first task, students were asked to gather information about one specific aspect of student life at Georgetown, or, to concentrate on a single problem encountered by arriving EFL students. The information was gathered first hand--from the student's viewpoint. This turned out to be a remarkably successful project for oral interaction between native speakers and EFL students. In

addition, more information was gathered for the script than we could ever possibly use.

The class then discussed and categorized the information that it had gathered, working toward some logical or common structure that would serve to "hold everything together". Here is where the notion of "a tour" first came about. Perhaps both a campus tour and student questions could be dealt with at the same time, serving to guide newly arrived students through their first few days of campus life at Georgetown.

2.2. The Script.

After the students made up a rough outline based on the information they had gathered, it became painfully obvious that the data had to be considerably reduced. First, there was the question of time. No student was going to benefit from an hour long orientation film. Too much information would be lost; through boredom, if for no other reason. There was also the question of information overload. Only the most essential information could be eventually included in the script.

Furthermore, not all information that we had hoped to include would be useful for students by the time that they viewed the film. Housing, for example, is a major concern shared by foreign students. However, most students have either been assigned campus housing, or have found a place to live off campus by the time that they see the videotape. Such information would be useless--providing only hindsight!

After the information was grouped into outline form and limited in scope as much as possible, it was then written into essay format. This step was necessary since 'narrative structure' was really the only rhetorical device available to students at this level of proficiency in English. From there, everything was s-l-o-w-l-y transferred into dialog format with careful faculty

supervision. This involved more problems and pitfalls than could ever have been anticipated! Who would be speaking? How many characters were involved? Where would they be speaking? What was the sequence of events? What would the camera be seeing...?

The problems encountered at this stage of the project were almost too numerous to discuss. At times, faculty members had to take full charge of 'dialog transfer', since such a task was past the composition abilities of many students. In addition, supervising faculty members often had only passing technical familiarity with the problems involved in writing a scripted dialog for videotape.

Linguistically, problems abounded.

First, the spoken text had to be simple enough to be accessable to almost any ability level. Initally, we tried only S-V-O sentences. We quickly discovered, however, that limitation to only S-V-O structures could never work, even in Chomsky's community of "homogeneous speakers". Structures vary among native speakers. Although we tried to limit the range of grammatical structures, using only the most basic structures where possible, more complex constructions had to be included. Consider these simple examples taken from the script (see: Appendix B): 'if-clauses'--"If you are sick, then go...", "If you have any questions, then ask..." or 'passive voice'--"is located", "are offered", "was founded".

Furthermore, there was the consideration of 'naturalness' in regards to spoken English. Naturalness that provided the greatest intelligibility was the most difficult aspect of writing the script.

2.3. Pilot Project and Editing.

After the initial script was completed, a pilot project was launched to: (1) check for weaknesses in the script, and (2) isolate possible technical

problems. The result was disastrous for several reasons. Unfortunately, the pilot project was begun during the summer months when no EFL faculty members were available for supervision. The script was given to the audio-visual department, students were selected, and they were told to: "Have fun!" The students had no rehearsals and received no coaching. Furthermore, the technical crew didn't fully appreciate the special needs of an EFL audience. From this experience one important fact emerged: both technicians and academic advisors must work together in such an undertaking, relying on each others expertise.

However, these were only a few of the problems. After the pilot project was abandonded as hopeless without faculty supervision, something happened that was to affect the entire project. The Division of English as a Foreign Language (DEFL) at Georgetown moved from their East Campus location into the new Intercultural Center on the central campus. The script had to be entirely re-written.

Editing, both in terms of the script and the videotape itself, was the most complex and time consuming element of the entire project. The script was edited, re-edited, and edited again--endlessly. We were finally ready to begin the actual videotaping. . .more than a year and a half after the project had begun.

3. PRODUCTION.

What follows is a synopsis of the production sequence. For those who may be interested in producing their own videotape we have included some suggestions, in outline form, on what we consider to be the most important aspects of production based on our own experiences.

3.1. Casting.

The first problem that must be faced is that of selecting the cast. A number of factors must be taken into consideration in this regard. Among them are the following:

3.1.1. Diversification and Balance. Is the group diversified and balanced according to nationality, physical characteristics, age, sex, and personality types? (For example, one student could not be considered for the cast, owing to a mouthful of braces!)

3.1.2. Overall Interaction. Do the various members of the cast complement and support one another? One must look on the students not only as individuals but consider the interaction of the group as a whole. Personality, yes, but no prima donnas, please!

3.1.3. Dependability. There is also the question of dependability. One simply cannot afford to have any student involved in such a long-term and expensive project who is not completely dependable.

3.1.4. Camera Presence. A student who is extremely effusive and vivacious in class may suddenly freeze-up in front of the camera and project an entirely different personality. On the opposite side of the coin, an apparently reserved student may just as suddenly blossom in a new found role.

3.1.5. Foreign Accent. How important is it? This can only be decided on an individual basis depending upon the nature of the task. We felt that as these were not native speakers of English they could not be expected not to have a foreign accent. Their individual accents would be acceptable as long as they did not interfere with effective communication.

3.1.6. Conclusion. Our final decisions in casting were based on consideration of all the above factors. If, however, one factor were more heavily weighted than any of the others, that would be personality and presence.

3.2. Rehearsals.

It cannot be stressed strongly enough just how important these sessions were throughout the entire production. Since all of the actors were novices, coaching in various areas was absolutely essential if one didn't want to waste valuable taping time. These included:

3.2.1. Voice.

3.2.1.1. Pitch and tonal qualities.

3.2.1.2. Pronunciation of individual sounds, as well as clusters. Attention was also given to such casual speech processes as: vowel reduction, palatalization, assimilation, etc.

3.2.1.3. Stress and intonation on both the word and sentence level.

3.2.1.4. Expressiveness.

3.2.1.5. Voice Projection.

3.2.2. Movements. What to do and what not to do. If we were able to determine beforehand just how a scene would be taped, we would have several dry-runs with appropriate gestures, etc.

3.2.3. Memorization of Dialog. Rehearsals were also necessary to ensure memorization of the dialog. Rehearsals were on a scene-to-scene basis and students were not asked to memorize the entire script at one time. Rehearsals were held one afternoon a week for one or one and a half hours.

3.2.4. Wardrobe. We also gave careful consideration to wardrobe, asking the students to wear something that would not look totally out of date in five years time. Furthermore, certain colors or patterns look better on tape than others.

3.3. Taping.

3.3.1. Take advantage of good weather. We reserved one afternoon a week for actual taping. As a great deal of footage needed to be shot out-of-doors, we concentrated our first sessions on these scenes in order to take advantage of good weather. No sooner had we completed our last outdoor scene than the weather turned uncooperative!

3.3.2. Try to anticipate problems. This is true on all levels of production. There are innumerable things that can interfere with all your best attempts

to obtain one good take of a scene, such as: auto traffic, airplane noise levels, too many or too few extras, strangers walking in front of the camera, machine failure, lack of electrical outlets where they are needed, lighting problems, and ad infinitum. Just remember Murphey's Law!

3.3.3. Time. Always assume that it will take longer to tape a scene than originally estimated. For example, Scene #3 "Entrance to the Galleria" (see: Appendix B) took more than an hour to tape but yielded less than 15 seconds of finished product! We spent an average of two and a half hours of taping every week, not including the extra time needed for camera preparation and sound level checks.

3.3.4. Equipment. Know your equipment. Be aware of both its possibilities and its limitations and plan to work within this framework. We used a portable Betamax video unit and ½" Betamax 1 video cassettes for the original footage.

3.3.5. Personnel. Figure out the number of technical personnel and advisors needed. Our crew consisted of a production supervisor, a camera assistant, a sound assistant, and two faculty supervisors.

3.3.6. Don't be expedient. If in doubt, always record more than one take of a scene so you will have something to work with when editing time comes.

3.3.7. Reshooting. Be prepared to reshoot if necessary. It may be that all the takes are bad.

3.3.8. Audio Tape. We also recorded a complete and separate audio tape in a soundproof studio, parts of which were used as a voice-over in scenes where noise interference made the original audio tape unusable, or where no microphone cables were used outdoors.

3.3.9. Conclusion. Finally, and perhaps most importantly, have unbounding patience, encouragement, and understanding.

3.4. Editing.

3.4.1. Time. Be prepared to spend twice as much time editing as taping. We shot a total of eight hours of tape on Betamax cassettes. This footage was later transferred to five 3/4" U-Matic cassettes for editing. The finished product yielded approximately 22 minutes of videotape.

3.4.2. Process. We first previewed four and one half hours of raw footage and, together with Sandra Markrich, our production supervisor, selected those scenes which were included in our first rough edit. All three of us then sat down again and revised the first edit. From this emerged the final version, several edits later.

3.4.3. Technical know-how and equipment. If you are using video as your medium, be sure you have the technical know-how and equipment necessary before you attempt the task. All efforts will prove fruitless if one lacks proper knowledge or technical support.

3.4.4. Flow. Perhaps the most important part of the editing process is to get the film to flow. That is, there should be no great gaps or pregnant pauses.

3.4.5. Sound. Be sure to edit for sound, as well as picture. It was at the editing stage that our voice-over tape proved invaluable.

3.4.6. Music. Music is an important element that should not be overlooked. It can help set the tone for a scene or group of scenes. Music, however, should always complement, never detract.

4. Alternative Applications.

Not every university enjoys the technical facilities offered at Georgetown, which range from professional television studios to soundproofed audio studios. However, lack of technical equipment should not deter any program from strengthening the human element in the orientation of its foreign students. There are

endless alternatives to the type of videotaped material that we have outlined here. Here are a few for consideration:

4.1. Slide Presentation. If one does not have access to video equipment, a slide presentation could be prepared accompanied by either a verbal commentary or audio tape.

4.2. Student Tour Guides. Train ESL students already familiar with the campus to give tours to incoming ESL students. This will not only instill the student tour guides with greater confidence in their own English language abilities, but will act as a positive model for newer students.

4.3. Directed Student Discussion. This could be done in the form of an informal coffee hour or any other setting which would encourage, rather than inhibit, student communication. Within such a format, new students would be able to quiz old students about university life (in the presence of a faculty supervisor in order to clarify any possible misinformation).

5. Conclusion.

This paper has outlined one aspect of foreign student orientation at Georgetown University--the videotaped production: Student-to-Student: "Welcome to Georgetown". This project, written and acted by our own EFL students, was created from the perspective of the students themselves in order to facilitate the adjustment of incoming students in their new academic environment. We have outlined the development of the videotape during its two years of production, discussed the script and pilot project and such considerations as casting, rehearsals, taping, and editing. In addition, we have encouraged alternative approaches to student involvement in the orientation of incoming foreign students where sophisticated technical equipment is unavailable.

There is, however, one last point that should be made. The sole purpose of this project was to produce videotaped material for future use in the

orientation of foreign students at Georgetown. No thought was given to language learning. It is, perhaps, significant to note that the spoken English of the students involved in the project florished unlike that of any other students in the entire EFL program. While this topic must be left to other researchers, there can be no question of the direct relationship of language acquisition to meaningful task.

APPENDIX A: FOREIGN STUDENT ORIENTATION AT GEORGETOWN

DAY ONE

1. GREETING--students are greeted at the door, escorted to classrooms, and divided into groups.
2. WELCOME by faculty orientation leader--distribution of orientation materials.
3. WELCOME SPEECH--the director of the Division of English as a Foreign Language
4. VIDEOTAPE PRESENTATION: Student-to-Student: "Welcome to Georgetown".
5. QUESTIONS AND ANSWERS
6. TOUR--classroom area and language laboratory
7. COFFEE HOUR--all new students and EFL faculty
8. PLACEMENT TESTING*

DAY TWO

1. CONTINUED PLACEMENT TESTING:
   (a) WRITING SAMPLES--advanced level students
   (b) ORAL INTERVIEWS--low-level students
2. REGISTRATION FORMS--completed by all new EFL students with careful faculty supervision
3. FURTHER ORIENTATION--EFL program, university facilities, general information, etc.
4. LANGUAGE LABORATORY ORIENTATION
5. TOUR OF GEORGETOWN CAMPUS--library, bookstore, student health service, field house, etc.

*Student class schedules are posted on the first day of regular classes.

APPENDIX B: SCRIPT FOR:

STUDENT-TO-STUDENT: "WELCOME TO GEORGETOWN"

CHARACTERS:

Speaker 1--Ichita (Japan)-- EFL student
Speaker 2--Blanca (Mexico)--2nd EFL student
Speaker 3--Anne Marie (France)--new EFL student
Speaker 4--Paige (USA)--office worker in O.I.P.
Speaker 5--Soraya (Brazil)--3rd EFL student
Speaker 6--Secretary for the D.E.F.L.
Speaker 7--Stefano (Italy)--2nd new EFL student

SCENE ONE--HEALY CIRCLE

Ichita: Now you're here! Finally! At Georgetown University in Washington, studying English as a foreign language.

Ichita & Blanca: Welcome!

Blanca: You may have many questions: where am I?

Ichita: Where are my English classes?

Blanca: We were just like you once. We had the same questions and we understand your situation. In order to answer these and other questions, we want to invite you on a tour of the campus.

Ichita: After the tour, we hope you will feel more comfortable and can enjoy your stay in Washington while you study English at Georgetown University.

Blanca: Right now, we are in Healy Circle--the main entrance to the university. From here, let's go to the new Intercultural Center and begin our tour. That is where the English classes are held.

Ichita: Come on along with us!

Blanca: Come on! Let's go!

SCENE TWO--IN FRONT OF THE INTERCULTURAL CENTER (I.C.C.)

Blanca: Now we are in front of the Intercultural Center. This is the main entrance to the building.

Ichita: The office for the Division of English as a Foreign Language is located inside.

Blanca: Don't forget about the classrooms and the language laboratory.

Ichita: That's right. They are located here, too.

Anne Marie: Excuse me. My name is Anne Marie. Can you help me? I'm a new student in the intensive English program. I'm looking for the office of the Division of English as a Foreign Language.

Blanca: I'm sorry. I have to go to class now. But, I'm sure my friend can help you.

Ichita: Sure! I'd be happy to help you. My name is Ichita. It's nice to meet you. Let's go to the main office for the Division of English as a Foreign Language. Come with me.

Blanca: Hope to see you later. Good luck!

Ichita: See you later, Blanca. (Blanca exits)

All: Bye. . . (etc.).

SCENE THREE--THE GALLERIA OF THE I.C.C.

Anne Marie: Oh, how beautiful!

Ichita: Yes. This is the center of the building. It's called the "galleria". Students often meet each other here.

Anne Marie: Is this where the office for English as a Foreign Language is located?

Ichita: No. The galleria is on the third floor of the Intercultural Center. English as a Foreign Language is upstairs on the fourth floor. But, before we go upstairs, let me show you the offices here in the galleria.

Anne Marie: That's a good idea. Thank you.

Ichita: This is the Office of International Programs. They can help you with many things. Whenever you have a problem, this is usually the first place to come.

If you have a question about housing, you should come here to the Office of International Programs.

Let's go inside for a minute.

SCENE FOUR--INSIDE THE OFFICE OF INTERNATIONAL PROGRAMS (O.I.P.)

Paige: Hello. What can I do for you?

Ichita: This is a new student. Can you give her some information?

Anne Marie: Hello, My name is Anne Marie and I come from France. What kind of services does this office provide?

Paige: This is where you come if you have special problems with your visa or immigration.

Anne Marie: I want to apply for an American university. Can you help me here?

Paige: Yes, we have information about many different universities. If you have a question, we can help you--or--you can use one of the college catalogs that we have.

Anne Marie: What other services do you provide?

Paige: Well...for example, we can help you with: housing assistance... health insurance.... We can also help you with: conversation partners...and arrangements to visit American families.

Ichita: They also organize intercultural coffee hours and discussion groups.

Paige: That's right!

Anne Marie: Thank you.

Paige: You're welcome. Remember...we are here to help you.

Ichita &
Anne Marie: Thank you. Good-bye.

Paige: Good-bye.

SCENE FIVE--THE GALLERIA

Ichita: This is the office for Summer School and Continuing Education. It offers night and evening courses.

In the corner of the galleria is the School of Languages and Linguistics. It is the main office for foreign language studies here at Georgetown. Over there is the School of Foreign Service.

Soraya: Hello, Ichita. What are you doing?

Ichita: Hello, Soraya. This is Anne Marie. She's a new student and I'm telling her about Georgetown.

Soraya and
Anne Marie: Hello.

Ichita: We're going up to the main office for English as a Foreign Language. Why don't you come with us?

Soraya: Okay. Let's go.

Ichita: The office is upstairs on the fourth floor. (pointing)

Soraya: Let's take the elevator. It's by the main entrance.

SCENE SIX--OUTSIDE THE DEFL OFFICE

Ichita: This is the main office for EFL. E.F.L. means: English as a foreign language.

Anne Marie: Oh, really? I didn't know that!

Ichita: You should come here to see one of your teachers or if you have a special question for the secretary.

Soraya: Yes. The secretary is very helpful but she is very busy. She can give you a lot of information about the TOEFL examination, your visa and other things. Come on inside and we'll introduce you.

SCENE SEVEN--INSIDE THE DEFL OFFICE

Ichita: Hello. This is Anne Marie. She is a new student here.

Secretary: It's nice to meet you. I'm the secretary for the Division of English as a Foreign Language here at Georgetown University.

Anne Marie: If I have a problem with my visa, can you help me?

Secretary: Yes. This is the first place you come if you have questions about your visa. I provide the I-20 forms to the students. I can also help you to extend your visa.

Soraya: Don't forget to tell Anne Marie about the TOEFL. It's important for all of us!

Secretary: (pointing) Yes. I have copies of the TOEFL announcements. They are over there. (Soraya picks one up and gives it to Anne Marie). There are two types of TOEFL tests. One is the international TOEFL examination and the other is the institutional TOEFL, which is only for Georgetown students. I have information about both tests.

Anne Marie: If I have a special problem, where should I go?

Secretary: It's always a good idea to talk with your teachers first. They can usually answer your questions.

Ichita: Thank you for your help.

Anne Marie: Yes, thank you very much.

Secretary: You're welcome. It was nice to meet you.

Soraya: (leaving) Have you taken Anne Marie to the classrooms or to the language laboratory yet?

Ichita: No. Let's go there now.

Soraya and
Anne Marie: Sure! That's a good idea.

SCENE EIGHT--SECOND FLOOR I.C.C.

Soraya: Now we're on the second floor. All the English classrooms are located here.

Ichita: That is the Skills Center. You may have a special class there, or you can work individually.

Soraya: You can find many things to do in the Skills Center. You can even play games--in English, of course! And there is a student lounge downstairs where you can relax between classes.

Ichita: These are the classrooms. We'd better be quiet. The students are working now! (shot of class in progress)

Soraya: The language laboratory is at the end of the hall. If you have any questions about the lab, they can help you there. We'll show you.

SCENE NINE--INSIDE LANGUAGE LABORATORY

Soraya: After you buy your tape on the first floor, this is where you come to record your lesson. Your teacher will tell you the information you need. If you want to listen to a tape or watch a video tape, you can do it here.

Ichita: Around the corner is the teaching laboratory. You may have a special lab class there with your teacher.

Stefano: Hello, Anne Marie! (approaching)

Anne Marie: Here comes my friend, Stefano. Can he come along with us?

Ichita and
Soraya: Sure, why not? I'm Ichita. My name is Soraya.

Stefano: It's nice to meet you. My name is Stefano. Where are you going, Anne Marie?

Anne Marie: Ichita and Soraya are giving me a tour of the campus. Do you want to come with us?

Stefano: Yes! I'd like that very much.

Ichita: Great! Let's go back outside to Healy Circle and see the rest of the campus.

Ichita and
Soraya: Come on. Let's go!

SCENE TEN--HEALY CIRCLE

Ichita: Here we are at Healy Circle again. As I said earlier, this is the main entrance to the university.

Stefano: That's an interesting statue. Who is it?

Soraya: He is John Carroll. He was a Jesuit priest and he founded Georgetown University in 1789.

Anne Marie: Really?

Soraya: Yes. Georgetown University is one of the oldest universities in North America. Many people meet each other here in front of his statue.

Anne Marie: What are those buses over there?

Ichita: Those are the GUTS buses. GUTS means: Georgetown University Transportation Society.

Soraya: They are very helpful. They can take you to Arlington, Virginia, Alban Towers and to the Law School downtown.

Ichita: That is the GUTS office where you buy tickets. You can also get maps there.

Anne Marie: What are the other buildings?

Soraya: That building is called the Ryan Administration Building. Inside is the Riggs Bank. It's very convenient. They even have a "money machine" that provides 24 hour service.

Ichita: On the first floor of the Ryan Administration Building is the Student Accounts office, and the Cashier's office. That is where you come for financial business with the university.

Stefano: What about that big building?

Ichita: That's called the Healy Building. There's a small grocery store inside, a student lounge and a small cafe.

Soraya: There's also a game room and a place called "The Pub", where you can get a pizza and beer (if you're old enough). It's very popular with all the Georgetown students.

Ichita: Let's show Anne Marie and Stefano the library. It's just over there. (pointing)

SCENE ELEVEN--IN FRONT OF THE LIBRARY

Ichita: This is the library. It's a good place to study. You can find many things inside. You can even find a newspaper from your own country.

Soraya: This is the main entrance to the library. It's located on the third floor, just like the Intercultural Center. Down those stairs, behind the library, is the university bookstore. Let's go see it!

SCENE TWELVE--IN FRONT OF THE BOOKSTORE

Soraya: This is the university bookstore. You can buy all your books here. But...don't buy any books until your teacher tells you.

Stefano: Do they have other things here too?

Ichita: Sure. You can buy pencils, paper, stationary, post cards, and many different things.

Anne Marie: That's good to know.

Stefano: I'm a little hungry. Is there a place to eat near here?

Ichita: Yes. Many students have lunch in the New South Cafeteria.

Stefano: Really? Where it is?

Ichita: We have to climb the stairs again. It's not far from the entrance to the library.

SCENE THIRTEEN--BETWEEN NEW SOUTH AND O'GARA

Ichita: Here we are. The food is usually good and it's not very expensive. However, you must join the meal plan and bring your permanent student I.D. card each time.

Anne Marie: Where do we go for I.D. cards?

Soraya: Turn around. That is the O'Gara Building. It's just across from the New South Cafeteria. It's where you get your permanent I.D. cards. Also, if you have a car, that is the place to buy a parking permit.

Ichita: It's a very important building. The campus police are located there too. If you have serious trouble they can help you.

Soraya: Anne Marie, do you like sports?

Anne Marie: Oh, yes!

Soraya: Then let's go to the Yates Field House. It's not far from here.

Ichita: We can walk through the parking lot. You can park your car here is you have a parking permit.

Soraya: The Yates Field House is up the hill. You can play tennis outside on the tennis courts (pointing).

Ichita: You can also play inside, but you have to make reservations in advance.

SCENE FOURTEEN--INSIDE YATES FIELD HOUSE

Ichita: This is Yates Field House. It's a very modern sports facility which has many things to offer.

Soraya: To use Yates Field House you only need your I.D. card. If you have any questions, they can help you at the front desk.

Anne Marie: Is there a swimming pool?

Ichita: Yes. Some of the sports offered are: swimming, diving and water polo.

Soraya: If you want, you can plan tennis and racquetball. And..you can play basketball, volleyball or soccer.

Ichita: There is even an indoor track and weight lifting equipment.

Soraya, let's go back to the Intercultural Center. On the way we can show Anne Marie and Stefano the university hospital and other important buildings.

Soraya: That sounds good to me!

Anne Marie: Is there much more to see? We're both getting a little tired!

Ichita: Not too much more. Come on. Let's go.

SCENE FIFTEEN--BETWEEN THE HOSPITAL AND ST. MARY'S

Ichita: That is the Georgetown University Hospital. You can go there in an emergency when the Student Health Service is closed. But, it's much easier to use the Student Health Service instead.

Stefano: Is the Student Health Service located in the hospital, too?

Soraya: No. It's in the basement of St. Mary's Hall behind you.

Ichita: The Student Health Service provides medical care for illnesses or injuries.

Anne Marie: What other services do they provide?

Soraya: Emergency care, dental care, psychiatric attention, gynecological exams, allergy shots and innoculations for travel abroad.

Stefano: What is it open?

Ichita: It's open Monday through Saturday. You can call to make an appointment or walk in the clinic if you need immediate medical attention.

Soraya: When you go to the clinic, be sure to have your I.D. card. Ask the person at the desk for help if you have any questions.

Ichita: Just over there is Darnall Cafeteria. It's another place on campus where students can eat. It's a self-service cafeteria that offers sandwiches, as well as hot food.

Soraya: It's very popular with the students because it's close to the Intercultural Center.

Stefano: Really? Where is the Intercultural Center from here?

Soraya: The Intercultural Center is this way. Follow us.

SCENE SIXTEEN--IN FRONT OF THE INTERCULTURAL CENTER

Ichita: Here we are again at the entrance to the Intercultural Center. This is where we started.

Blanca: Hello, everyone! How was your tour?

Everyone: Hello, Blanca. Fine, thank you. Great, etc.

Stefano. You really showed us a lot!

Anne Marie: Yes, there are so many things to remember!

Blanca: It's always difficult at first. But after a while it will be very easy to remember where everything is located.

Anne Marie: I've got to go now. Thanks again for the tour. You've really helped us.

Stefano: I've got to go too. I'll come with you. Thanks very much for helping both of us. There's a lot to see at Georgetown!

All: Bye! It was nice to meet you...etc.

Ichita: We hope you enjoyed the tour of the campus, too. Maybe we will see you soon in class.

Blanca: And we hope you'll enjoy your stay in Washington as you study English here at Georgetown University.

Ichita, Blanca and Soraya: Good-bye for now. We'll be seeing you!!